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ABSTRACT

In response to declining state resources, institutions often increase faculty/student ratios and teaching loads to help balance budgets. In order to gain a clearer sense of the consequences of such courses of action, the University and Community College System of Nevada (UCCSN) undertook a survey of the total workload of all full-time instructional faculty employed during the fall 1992 semester. In the survey, faculty were asked to report the average amount of time per week they devoted to teaching, research, and service activities. Survey findings, based on a 90% response rate, included the following: (1) community college faculty reported spending an average of 59.9 hours per week on professional activities, while university faculty reported an average of 58 hours per week; (2) all UCCSN faculty spent the majority of their time in teaching and teaching-related activities, with community college faculty spending 45.8 hours per week and university faculty spending 35 hours per week; (3) community college faculty spent 16 hours per week in the classroom and taught approximately 5 courses and 107 students per semester; (4) university faculty spent 9.2 hours per week in the classroom and taught approximately 3 courses and 76 students per semester; (5) community college faculty reported spending an additional 6 hours per week on research/scholarship activities, 6.7 hours on internal service, and 1.6 hours on public service; and (6) university faculty reported spending an additional 14.5 hours per week on research/ scholarship, 6.8 hours on internal service, and 1.6 hours on public service. The survey instrument is appended. (BCY)

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THE

UNIVERSITY AND COMMUNITY COLLEGE

SYSTEM OF NEVADA

FALL 1992

FACULTY WORKLOAD STUDY

UCCSN

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Prepared by
Academic Affairs
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EXECUTIVE SUMMARY

All full-time instructional faculty throughout the University and Community College System of Nevada (UCCSN) were surveyed during the Fall 1992 semester to determine their total workload. Faculty were asked to report the average amount of time per week devoted to teaching, research, and service activities. Faculty responses included the following highlights:

* Community college faculty reported spending an average of 59.9 hours per week on professional activities related to teaching, research/scholarship, and service. University faculty reported spending an average of 58.0 hours per week in these same activities. This total workload was slightly higher than faculty workloads reported from national studies and studies conducted in other states.

* All UCCSN faculty spent the majority of their time in teaching and teaching-related activities. Community college faculty reported spending an average 45.8 hours per week, or 77% of their time on teaching and teaching-related activities. University faculty reported spending 35.0 hours per week, or 60% of their time on teaching and teaching-related activities.

* Community college faculty spent 16 hours per week in the classroom, taught approximately 5 courses a semester, and taught approximately 107 students each semester.

* University faculty spent 9.2 hours per week in the classroom, taught approximately 3 courses a semester, and taught approximately 76 students each semester.

* UCCSN faculty workload and instructional load compared well with national and other state workload surveys. UCCSN faculty reported heavier instructional loads than their counterparts in other states, reflecting the UCCSN priority placed on instruction and undergraduate education.

* University faculty reported spending an additional 14.5 hours per week, or 25% of their time on research/scholarship, 6.8 hours per week, or 12% of their time on internal service, and 1.6 hours per week, or 3% of their time on public service.

* Community college faculty reported spending an additional 6 hours per week, or 10% of their time, on research/scholarship activities, 6.7 hours per week, or 11% of their time, on internal service activities, and 1.4 hours per week, or 2% of their time, on public service activities.

THE
UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
FALL 1992
FACULTY WORKLOAD STUDY

The issue of faculty workload, the amount of time a typical faculty member works at professional activities and what he or she does during that time, is being examined in many institutions and states. As state resources for public higher education continue to decline in Nevada and across the nation; governors, state legislators, and sometimes the general public turn to "faculty productivity" as a possible method to help balance budgets. Increased student/faculty ratios, increased teaching loads for faculty, and reduced faculty activities in other areas are often proposed without a complete examination of current faculty workloads and the consequences of these proposed changes. Recognizing the critical importance of this issue, the Chancellor of the University and Community College System of Nevada (UCCSN) called for a systemwide study of faculty workloads for the Fall 1992 semester.

The UCCSN is a constitutionally established system of higher education with a mission to provide higher education services to the citizens of Nevada. The system is charged with the following functions: 1) to provide programs of instruction; 2) to sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the state's potential; and 3) to sponsor and conduct programs of public service for the citizens of the state. Faculty workload throughout the UCCSN is driven by this mission.

All full-time instructional faculty (those covered in the "instructional" function of the UCCSN budget) systemwide were surveyed with a common survey instrument during the Fall 1992 semester. In recognition of the system mission, faculty were asked to report on activities related to teaching, research and scholarship, and service. Teaching activities included the number of courses taught, the credit hours and contact hours taught, the number of students taught, and the number of hours spent in preparation for and execution of their teaching assignments. Research activities included both basic and applied research, sponsored research, departmental research, writing or developing grant proposals, as well as scholarly and professional activities performed in an effort to remain current in one's profession. Service activities included internal service activities related to general contact with students and professional administrative responsibilities, and external or public service activities meant to benefit the community outside the institution.

A total of 1,198 full-time equivalent faculty responded to the survey, a response rate of 90% systemwide. All campuses had response rates of 85% or better. A copy of the survey instrument as well as instructions for completing the survey and definitions for survey terms are contained in the appendix of this report.

This report contains the findings of the UCCSN survey and a discussion of those findings. Survey results are reported by UCCSN sector, university or community college; and by individual campus. Findings are summarized across each campus and represent an average across all faculty reporting on that campus. Average hours in various activities vary for each faculty member depending on the discipline, the academic department, or college. This report focuses on the overall findings of the survey; however, data are available at each campus on workloads related to specific disciplines, departments, colleges, or level of instruction.

COMMUNITY COLLEGE FINDINGS

During the Fall 1992 semester, full-time faculty in the four UCCSN community colleges reported spending an average of nearly 60 hours per week in professional activities. Nearly 46 of those hours, or 77% of the time, was spent in instructional activities; 7 additional hours per week, or 11% of their time, was spent in duties related to internal service; 6 additional hours per week, or 10% of their time was spent in research, scholarship or creative work activities; and slightly more than one additional hour per week, or 2% of their time, was spent in public service activities.

Average Workload, Fall 1992
Per Full-Time Faculty*

	CCSN	NNCC	TMCC	WNCC	Average
% Teaching	77%	77%	72%	81%	77%
% Internal Service	11%	10%	14%	10%	11%
% Research/Scholarship	10%	9%	12%	7%	10%
% Public Service	2%	4%	2%	2%	2%

* Throughout this report, figures may not total to 100% due to rounding.

TEACHING ACTIVITIES

Two categories of teaching activities were assessed in this study: scheduled teaching activities which included all activities performed related to courses taught during the Fall 1992 semester, and unscheduled teaching activities which included teaching activities not associated with Fall 1992 scheduled courses.

Scheduled Teaching Activities

Community college full-time faculty reported spending an average of 40 hours per week on scheduled teaching activities. Faculty averaged nearly 16 hours per week in the classroom in formal scheduled teaching. This was equivalent to nearly 5 courses a semester, or about 13 credit hours. On average, this teaching load resulted in each faculty member instructing approximately 107 students during this semester.

Average Scheduled Instructional Load, Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Formal Contact Hours	16.0	17.5	15.0	15.2	15.7
Credit Hours	12.1	17.3	12.7	13.8	13.0
Number of Courses	4.5	6.2	4.1	4.9	4.6
Average Enrollment	122.5	96.0	92.7	91.4	106.9

For every hour in the classroom, faculty reported spending approximately an additional one and one-half hour preparing for class, meeting with students outside of class, reading and grading student work, and evaluating student performance. From another perspective, faculty reported spending about 14 minutes per student per week in work related to preparation, evaluation, and individual assistance.

Average Scheduled Teaching Activities, Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Formal Contact Hours	16.0	17.5	15.0	15.2	15.7
Other Contact Hours	9.1	10.0	5.8	8.1	8.2
Preparation/Evaluation	17.3	18.0	15.6	15.8	16.7
Total Avg. Hours/Week	42.5	40.2	36.5	39.2	40.2

Unscheduled Teaching Activities

Although the majority of faculty instructional activity is focused around scheduled teaching and those courses being taught that semester, faculty also spend time in instructional activities beyond that semester's course load. Examples of these kinds of teaching activities include academic program advising; developing, revising, or reviewing course or curriculum for other classes that are taught during other semesters; and other teaching activities such as participating in seminars or guest lectures for other instructors. UCCSN community college faculty reported spending 5.6 additional hours per week in these sorts of activities.

Average Unscheduled Teaching Activities, Fall 1992
Per Full-time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Academic Advising	1.9	1.4	1.9	1.1	1.8
Unscheduled Teaching	1.0	0.8	1.0	1.6	1.1
Course Development	2.6	3.1	2.8	2.6	2.7
Total Avg. Hours/Week	5.5	5.3	5.7	5.3	5.6

Summary of Teaching Activities

UCCSN full-time community college faculty reported spending an average of 45.8 hours per week on teaching activities during the fall 1992 semester. 40.2 hours per week were spent on scheduled teaching and related activities and an additional 5.6 hours per week were spent on unscheduled teaching and related activities.

Average Teaching Activities, Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Scheduled Teaching	42.5	40.2	36.5	39.2	40.2
Unscheduled Teaching	5.6	5.3	5.7	5.3	5.6
Total Avg. Hours/Week	48.1	45.5	42.2	44.5	45.8

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

Professional activities related to scholarship, research, and creative endeavors were also assessed. In order to remain current in their professional area, faculty may participate in professional meetings, attend seminars or other faculty development opportunities. They may also engage in research mentoring activities with students, or they may individually or collaboratively engage in departmental or sponsored research, write articles or books, or develop grant proposals in appropriate areas. Full-time faculty at the community colleges reported spending an average of 6 hours per week in these sorts of activities.

Average Research, Scholarship and Creative Work Activities
Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Individually or With Colleague	2.3	1.0	2.5	0.9	2.0
With Students	0.6	1.0	1.0	0.5	0.8
Professional Development	3.4	3.4	3.4	2.7	3.2
Total Avg. Hours/Week	6.3	5.4	6.9	4.1	6.0

INTERNAL SERVICE ACTIVITIES

Faculty reported internal service activities in three areas: student-oriented service (counseling, recruiting, working with student organizations), departmental or campus administrative service (serving as chair, director, or coordinator; or assisting with program reviews, accreditation, etc.), and committee participation. Faculty reported spending an average of 6.7 hours per week in these activities.

Average Internal Service Activities, Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Student-Oriented	1.4	1.0	0.9	1.1	1.2
Administrative	3.4	3.7	5.3	2.3	3.7
Committee	1.7	1.4	2.0	2.1	1.8
Total Avg. Hours/Week	6.5	6.1	8.2	5.5	6.7

PUBLIC SERVICE

Community college faculty reported spending an average of about 1.5 hours a week on public service activities. These activities include general professional services directed outside the institution meant to benefit the community and include such activities as consulting, serving on advisory boards, giving lectures or seminars for the public, or business and industry liaison.

Average Public Service Activities, Fall 1992
Per Full-Time Faculty

CCSN	NNCC	TMCC	WNCC	Average
1.3	2.2	1.5	1.0	1.4

WORKLOAD SUMMARY

Average Workload, Fall 1992
Per Full-Time Faculty

	CCSN	NNCC	TMCC	WNCC	Average
Teaching	48.1	45.4	42.2	44.5	45.8
Research/Scholarship	6.3	5.4	6.9	4.1	6.0
Internal Service	6.5	6.1	8.2	5.5	6.7
Public Service	1.3	2.2	1.5	1.0	1.4
Total Avg. Hours/Week	62.2	59.1	58.8	55.1	59.9

UNIVERSITY FINDINGS

During the Fall 1992 semester, full-time faculty at the two UCCSN universities reported spending an average of 58 hours per week in professional activities. Thirty-five of those hours, or 60% of the time was spent on instructional activities; 14.5 additional hours per week, or 25% of their time was spent on research, scholarship, or creative work activities; almost 7 additional hours, or 12% of their time was spent on duties related to internal service; and almost 2 hours a week, or 3% of their time, was spent in public service activities.

Average Workload, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
% Teaching	60.0%	61.0%	60.0%
% Research/Scholarship	26.0%	24.0%	25.0%
% Internal Service	11.0%	12.0%	12.0%
% Public Service	3.0%	2.0%	3.0%

TEACHING ACTIVITIES

Two categories of teaching activities were assessed in this study: scheduled teaching activities which included all activities performed related to courses taught during the Fall 1992 semester, and unscheduled teaching activities which included teaching activities not associated with Fall 1992 scheduled courses.

Scheduled Teaching Activities

UNR and UNLV full-time faculty reported spending an average 29 hours per week on scheduled teaching activities. Faculty averaged 9 hours per week in the classroom in formal scheduled teaching. This was equivalent to slightly more than 3 classes a semester or about 9 credit hours. On average, this teaching load resulted in each faculty member instructing approximately 76 students during this semester.

Average Scheduled Instructional Load, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
Formal Contact Hours	9.3	9.1	9.2
Credit Hours	9.4	9.2	9.3
# of Courses	3.3	3.3	3.3
Average Enrollment	77.7	75.3	76.3

For every hour in the classroom, faculty reported spending approximately an additional two hours preparing for class, meeting with students outside of class, reading and grading student work, and evaluating student performance. From another perspective, faculty reported spending about 16 minutes per student per week in work related to preparation, evaluation, and individual assistance.

Average Scheduled Teaching Activities, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
Formal Contact Hours	9.3	9.1	9.2
Other Contact Hours	5.9	6.4	6.2
Preparation/Evaluation	13.7	13.1	13.4
Total Avg. Hours/Week	28.9	28.6	28.8

Unscheduled Teaching Activities

Although the majority of faculty instructional activity is focused around scheduled teaching and those courses being taught that semester, faculty also spend time in instructional activities beyond that semester's course load. Examples of these kinds of teaching activities include academic program advising; developing, revising, or reviewing course curriculum for other courses that are taught during other semesters; and other teaching activities such as participating in seminars or guest lectures for other instructors. UNR and UNLV faculty reported spending about 6 additional hours per week in these sorts of activities.

Average Unscheduled Teaching Activities, Fall 1992
Per Full-time Faculty

	UNR	UNLV	Average
Academic Advising	2.0	2.0	2.0
Unscheduled Teaching	2.7	1.6	2.1
Course Development	2.0	2.1	2.0
Total Avg. Hours/Week	6.7	5.7	6.1

Summary of Teaching Activities

UNR and UNLV full-time faculty reported spending an average of 35.0 hours per week on teaching activities during the Fall 1992 semester. Twenty-nine hours per week were spent on scheduled teaching and related activities and an additional 6 hours per week were spent on unscheduled teaching and related activities.

Average Teaching Activities, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
Scheduled Teaching	28.9	28.6	28.8
Unscheduled Teaching	6.7	5.7	6.1
Total Avg. Hours/Week	35.6	34.3	34.9

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

Professional activities related to research, scholarship, and creative endeavors were also assessed. Research is a fundamental component of the mission of the two universities and faculty activities in this area reflect this emphasis. Faculty reported spending 14.5 hours per week on average in research, scholarship or creative activities. These activities may be conducted individually, with other colleagues, or with students including student mentoring activities. Faculty were also asked to report all research and scholarship activities performed related to keeping themselves current in their professional field, i.e. professional development activities.

Average Research, Scholarship and Creative Work Activities
Fall 1992
Per Full-time Faculty

	UNR	UNLV	Average
Individually or With Colleagues	9.4	7.9	8.5
With Students	1.5	1.0	1.2
Professional Development	4.8	4.7	4.8
Total Avg. Hours/Week	15.8	13.6	14.5

INTERNAL SERVICE ACTIVITIES

Faculty reported internal service activities in three areas: student-oriented service (counseling, recruiting, working with student organizations), departmental or campus administrative service (serving as chair, director, or coordinator; or assisting with program reviews, accreditation, etc.), and committee participation. Faculty reported spending an average of 6.8 hours per week in these activities.

Average Internal Service Activities, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
Student-Oriented	1.2	1.1	1.1
Administrative	3.4	3.8	3.7
Committee	2.2	1.9	2.0
Total Avg. Hours/Week	6.9	6.8	6.8

PUBLIC SERVICE

University faculty reported spending an average of nearly 2 hours a week on public service activities. These activities include general professional services directed outside the institution meant to benefit the community and include such activities as consulting, serving on advisory boards, giving lectures or seminars for the public, or business and industry liaison.

Average Public Service Activities, Fall 1992
Per Full-Time Faculty

UNR	UNLV	Average
1.9	1.3	1.6

WORKLOAD SUMMARY

Average Workload, Fall 1992
Per Full-Time Faculty

	UNR	UNLV	Average
Teaching	35.6	34.3	34.9
Research/Scholarship	15.8	13.6	14.5
Internal Service	6.9	6.8	6.8
Public Service	1.9	1.3	1.6
Total Avg. Hours/Week	60.5	56.0	58.0

DISCUSSION

In a recent report from the Georgia Higher Education System Office about faculty workload, the following observation was made:

> "To portray a typical faculty member's typical day would be misleading. For one, there is no such thing as a typical faculty member; for another there is no such thing as a typical day. Faculty, as a group, are highly diverse.... They are not nine-to-fivers, but people who forge a schedule to meet the needs of others--their institution, their students, their research projects, their benefactors." (The System, p. 24)

This is also an appropriate observation about the UCCSN faculty. Survey findings support what we thought we knew all along about our faculty: they are hard working; the majority of their time (an amount of time often equivalent to full-time in other professions) is spent in instructional activities; additional hours are spent on research and scholarship activities and service activities to both the general public and their institution; and their workload is at least equivalent to and most often greater than that reported by other states and in national studies.

UCCSN Faculty Workload

All UCCSN full-time faculty, whether at the community colleges or the universities, devote the majority of their time to instructional activities. Community college faculty report devoting an average of nearly 46 hours per week or 77% of their time to activities related to instruction. Nearly 16 of those hours are spent in the classroom. Their counterparts at UNR and UNLV report devoting an average of 35 hours per week, or 60% of their time to activities related to instruction. Slightly over 9 of those hours are spent in the classroom. Community college faculty teach on average 13 credit hours per semester, which is equivalent to 4.6 courses a semester. University faculty teach on average slightly more than 9 credit hours per semester, which is equivalent to 3.3 courses a semester. Community college faculty report teaching an average of 107 students each semester, or approximately 23 students per course; university faculty report teaching 76 students per semester or approximately 23 students per course.

In addition to teaching and instructional activities, UCCSN full-time faculty report devoting time to other activities directly related to the mission of higher education in Nevada. Nevada's higher education institutions are charged to sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the state's potential. Faculty at both the universities and the community colleges engage in research and scholarship activities to reach this goal. While university faculty devote more time to basic research and grant supported research activities, faculty in both sectors of higher education engage in research and scholarship to complement and advance instructional programs, engage in applied research activities, and work with students to further their research goals.

In addition to instruction and research, all UCCSN faculty engage in service activities both within and outside of the institution. Higher education institutions are grounded in a philosophy of collegial governance which requires all faculty to accept some responsibility for the day-to-day activities of the institution. Full-time faculty assist with the administrative and governance duties of departments, colleges, and the campus as a whole. In addition to providing service to their institution, faculty are expected to devote time to public service external to the campus; these activities are meant to benefit the community as a whole. Public service activities include consulting, advising, serving on community advisory boards or business and industry/economic development activities.

Community college faculty report devoting an additional 14 hours a week to activities beyond their instructional mission. Full-time faculty report spending 11% of their time or 6.7 hours per week on internal service activities; they report spending 10% of their time, or 6 hours per week in research, scholarship or creative work activities; and they report spending 2% of their time, or 1.4 hours per week in public service activities. University faculty report devoting an additional 23 hours a week to these activities. Full-time faculty report spending 25% of their time, or 14.5 hours a week in research, scholarship and creative work activities; 12% of their time, or 6.8 hours a week, in internal service activities; and nearly 3% of their time, or 1.6 hours a week, in public service activities.

National and State Studies of Faculty

While several studies on faculty and faculty productivity have been conducted over the last few years, finding consistent and comparable data to measure faculty activity across the states and the nation is difficult. A recent (1992) joint study by the State Higher Education Executive Officers (SHEEO) and the Education Commission of the States (ECS) reviewed both national and state studies and concluded:

> "There is a remarkable absence of consistent, over-time measures of faculty workload permitting simple answers to ...very basic questions. Specifically, differing sampling frames (e.g., including or not including part-time faculty), varied wording of survey questions (e.g., asking about undergraduate teaching only or combining both undergraduate and graduate teaching), and different analytical approaches (e.g., using means, medians, or categorical percentages) limit the comparability of data." (Russell, p. 5-6)

Given these limitations, the author of the study went on to present "limited data" on faculty workload; specifically that nationally, faculty work on average over fifty hours per week, and this has probably increased in recent years.

During the Fall 1987 semester, the U.S. Department of Education, Office of Educational Research and Improvement surveyed a national sample of faculty. Their findings are published in the 1990 report Faculty in Higher Education Institutions, 1988. In this study faculty were asked to report the amount of time spent in teaching (defined in a comparable fashion to the UCCSN survey), research (defined more narrowly than the UCCSN survey; defined as research, scholarship, preparing or reviewing articles or books, attending or preparing for professional meetings, seeking outside funding), administration

(defined in a comparable fashion to the category of internal service in the UCCSN survey), and "other activities" (would include the public service category of the UCCSN survey as well as part of the activities reported in the UCCSN survey under research; defined as working with student organizations, public service activities, professional development activities). This National Survey of Postsecondary Faculty (NSOPF) found that faculty at 2-year colleges reported an average total workload of 47 hours per week and spent 71% of their time in teaching activities, 10% of their time in administrative activities, 3% of their time in research activities, and 15% of their time in "other" activities. Faculty at doctoral institutions reported an average total workload of 54 hours per week and spent 47% of their time in teaching, 22% in research, 14% in administration, and 17% in "other" activities. NSOPF also reported the average hours per week that faculty spent in classroom teaching. Faculty in doctoral institutions reported spending an average of 8.5 hours per week in the classroom and 2-year faculty reported spending 15.2 hours per week in the classroom.

A second national study conducted by the Higher Education Research Institute (HERI) for the 1989-90 year also focused on the average number of hours spent in classroom teaching. University faculty in this survey reported spending 7.4 hours per week in classroom teaching and 2-year faculty reported spending 16 hours per week in classroom teaching.

Faculty Workload: Total Hours Per Week

UCCSN Community Colleges	59.9
NSOPF 2-Year	47.0
UCCSN Universities	58.0
NSOPF Doctoral	54.0

Proportion of Time Spent on Instruction

UCCSN Community Colleges	77%
NSOPF 2-Year	71%
UCCSN Universities	60.0%
NSOPF Doctoral	47%

Hours Per Week in Classroom Teaching

UCCSN Community Colleges	15.7
NSOPF 2-Year	15.2
HERI 2-Year	16.0
UCCSN Universities	9.2
NSOPF Doctoral	8.5
HERI Universities	7.4

The 1992 SHEEO/NCES study also reported some state specific data regarding faculty workloads. A recent study in Arizona (1992) found that university faculty reported a 57 hour-per-week average workload; faculty reported spending 47% of their time in instruction and instructional related activities, 33% of their time in research, 14% of their time in institutional service, and 6% of their time in professional and public service. A 1990 study by the California State University System reported that faculty work an average of 48 hours per week, spend 61% of their time in activities related to instruction, and teach an average of 3.2 courses per semester. The Iowa State Board of Regents released a report that showed that for the 1990-91 year faculty worked approximately 56-58 hours per week, and depending on the institution spent between 57% and 72% of their time on instructional activities. Faculty averaged between 6.3 and 11.3 hours per week in the classroom. A 1989 report from Tennessee found university faculty teaching 8.9 hours per week and 2-year faculty teaching 13 hours per week. A report from the California Community Colleges Chancellor's Office showed FTE faculty in California community colleges teaching an average of 17 hours in 1990-91.

In summary, UCCSN faculty reported working more total hours per week on average than was reported in national surveys and most recent state surveys; reported spending a greater proportion of their total time on instructional activities than faculty at most comparable institutions; UCCSN community college faculty spent on average the same amount of time in the classroom as their counterparts across the nation; and UCCSN university faculty spent more hours per week in the classroom than faculty in other doctoral institutions across the nation.

Issues

The findings of the UCCSN Faculty Workload Survey suggest some issues for future examination:

While several recent state surveys report total faculty workloads in excess of 55 hours per week, (for example Arizona and Iowa), UCCSN faculty are reporting total workloads slightly higher than those reported in other states. These higher reported workloads could result from actual workload increases that may be caused by recent campus budget cuts or they may be the result of peculiarities of the survey instruments used. It is our intention to continue this systemwide survey of faculty workload on a scheduled basis so that changes in workload can be detected over time and associated with likely causes of change. In addition, the current survey instrument will be evaluated for strengths and weaknesses and revised if necessary.

UCCSN community college full-time faculty teaching loads are consistent with and slightly higher than national and state-reported teaching loads; and university teaching loads are slightly higher than teaching loads reported by comparable institutions reflecting the system priority for undergraduate education.

In addition to a heavy, but probably appropriate instructional load, UCCSN faculty appear to spend considerable time on internal service activities. This may be the result of under-staffing on the campuses in the instructional service areas. Until the

support formulas are fully funded and the campuses are appropriately staffed in these areas, full-time faculty will be asked to assume additional duties in these areas.

SOURCES

Board of Regents, University System of Georgia. The System, Autumn 1992. "Professor Overdrive, pp. 23-28.

Russell, Alene. Faculty Workload: State and System Perspectives. SHEEO/NCES, November 1992.

U.S. Department of Education. Office of Educational Research and Improvement, National Center for Education Statistics. Faculty in Higher Education Institutions, 1988. U.S. Department of Education. March 1990.

APPENDIX

RESPONSE RATE

The UCCSN had a total of 1,509.4 budgeted FTE faculty in instruction during the Fall 1992 semester. 131.9 FTE of those positions were vacant, left unfilled primarily due to budget constraints. An additional 50.9 FTE were on leave during Fall 1992 (sabbatical, extended sick leave, leave without pay, etc.). 1,326.7 FTE faculty received workload surveys and 1198 returned those surveys for a systemwide response rate of 90%. All campuses had a response rate in the range of 85%-97%.

	CCSN	NNCC	TMCC	WNCC	UNR	UNLV	System
Budgeted FTE Faculty in Instruction	186.4	37.0	109.7	72.1	430.0	674.2	1,509.4
Vacant/Unfilled Positions	22.6	6.9	24.1	7.4	26.1	44.8	131.9
FTE on Leave	3.0	1.0	3.0	1.9	17.0	25.0	50.9
Actual FTE in Instruction	160.8	29.1	82.6	62.8	386.9	604.5	1,326.7
FTE Responding to Survey	149.0	25.2	77.6	58.2	375.0	513.0	1198
% Response Rate	93%	87%	94%	93%	97%	85%	90%

PLEASE READ THE INSTRUCTIONS BEFORE YOUR COMPLETE THE FORM
(A sample form is included.)

GENERAL INSTRUCTIONS

This survey asks each faculty member, whose position is funded--totally or partially--from the "Instruction" function of the state budget, to estimate the average hours per week during the Fall 1992 semester necessary to perform the various activities that are part of the fall workload.

If you hold a full-time appointment (for a 1.00 FTE position funded entirely from the "Instruction" function of the state budget), list all the hours that are required for each of these activities. If you hold an appointment for less than 1.00 FTE, or if part of your position is funded from sources other than the "Instruction" function (e.g., "Academic Support," "Student Services," another state appropriation area, non-state funds), you should identify the reduced FTE at the top of the form and report only the workload that corresponds to the proportion of the position that is funded from the "Instruction" function. Do not report on this form any activities above and beyond those required and compensated by your A or B contract (e.g., compensated overload activities).

Before filling in the form, you will find it helpful to first estimate the average number of hours each week that you devote to professional activities. In addition to the hours on campus, your workload might include such activities as: hours at home on course preparation and grading, or on scholarly activities such as reading professional journals; service in the community directly related to your faculty position; and administrative duties as a chair or director. Your reported workload would generally not include: hours for a second job; studying for an additional degree; community service unrelated to your job (e.g., a troop leader for the Girl Scouts would not be included, but serving as a guest speaker on nutrition to the Girl Scouts would be included).

Once you have estimated the average hours, please read the activity definitions (and examples of each activity) and place the number of hours (or fraction thereof) in the proper cell.

PLEASE READ THE INSTRUCTIONS BEFORE YOU COMPLETE THE FORM
(A sample form is included.)

GENERAL INSTRUCTIONS

This survey asks you to estimate the average hours per week that you spend each term engaged in different types of activity.

Please read the activity definitions and examples for each activity as you complete the survey.

Before completing the form, you might find it helpful to make an initial estimate of the average number of hours you spend each week each term engaged in professional activities. Making this estimate might help you divide your time into the remaining sections of the survey instrument.

SECTION A: TEACHING ACTIVITIES

A.1. Scheduled Teaching: All activities related to courses (degree and nondegree, credit and noncredit, day or evening) given each term. These activities would include:

* Meeting informally with course participants
* Supervising these courses
* Meeting scheduled classes
* Grading
* Reading student papers
* Supervising teaching assistants
* Tutoring
* Supervising independent study
* Giving remedial help to course participants
* Supervising laboratories
* Evaluating students
* Contacting guest lecturers
* Preparing lectures
* Preparing media

Instructions for Columns (a) through (i)

(a) Enter the department, college, or other unit designation under which the course is taught.

(b) Enter the number or other designation for the course and section.

(c) Enter the number of students enrolled.

SECTION A: TEACHING ACTIVITIES

A.1. Scheduled Teaching: All activities related to courses (degree and nondegree, credit and noncredit, day or evening) taught this semester. These activities might include:

* Meeting informally with course participants
* Supervising these courses
* Meeting scheduled classes
* Independent Study
* Thesis & Dissertation Courses
* Grading
* Reading student papers
* Tutoring
* Giving remedial help to course participants
* Cooperative Education
* Supervising independent study
* Supervising student teachers
* Internships/Practicums
* Supervising teaching assistants
* Supervising laboratories
* Evaluating students
* Contacting guest lecturers
* Preparing lectures
* Preparing media

Instructions for Columns (a) through (i)

(a) Enter the department, college, or other unit designation under which the course is taught.

(b) Enter the number or other designation for the course and section.

(c) Enter the number of students enrolled as of the last day of late registration.

(d) Enter the number of student credit hours given for course. In the case of variable credit, give the average credit hour for students enrolled. [When the course is team-taught, the course credits should be divided appropriately between the instructors.]

(e) Enter the method of instruction as coded below. When multiple methods are used, list them in order of importance.

(f) Enter the scheduled contact hours/week.

(g) Enter the average hours/week of unscheduled meetings with students in course.

(h) Enter the average hours/week spent in preparing and arranging the activities of the current course.

(i) Enter the total average hours/week [sum of columns (f), (g), and (h) in Section A.1.]

Method of Instruction Column (e)

Code	Method	Definition
A	Lecture	Formal presentation--primarily one-way communication.
B	Laboratory	Instructing, preparing, and supervising student investigations.
C	Recitation/ Discussion	Two-way communication of course materials.
D	Seminar	Students carry the major responsibility for preparation.
E	Independent Study	Students work independently with only minimal faculty direction.
F	Tutorial	Students work one-to-one with the instructor.
G	Programmed Instruction	Course contents presented through programmed materials.
H	Clinical Instruction	
I	Internships/ Practicums/ Student Teaching Supervision/ Cooperative Education	

A.2. Unscheduled Teaching: Teaching not associated with the specific courses listed in A.1. For example:

* Thesis committee participation
* Thesis advising
* Discussions with colleagues about teaching
* Guest lecturing in another faculty member's course
* Giving seminars within the institution

A.3. Academic Program Advising: Giving advice to students concerning course scheduling and academic programs. Not to be confused with counseling that is included in C.1.

A.4. Course and Curriculum and Research and Development: Developing and preparing future courses. For example:

* Preparing course outlines
* Reviewing textbooks for course use
* Developing book lists
* Evaluating courses
* Devising new instructional materials
* Revising existing materials
* Planning summer or intersession programs
* Developing department curriculum requirements (including DACUM in community colleges)
* Evaluating teaching effectiveness and planning changes
* Serving on occupational advisory boards

SECTION B: RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

B.1. Research, scholarship, and creative work activity performed individually or with professional colleagues. For example:

* Departmental research
* Sponsored research
* Performing your professional skill
* Reviewing a colleague's research work
* Writing or developing research proposals
* Administering research grants
* Giving recitals
* Maintaining an artistic skill
* Writing articles, books, reviews
* Creating new art forms
* Exhibitions

B.2. Research, scholarship, and creative work activity performed with students, involving training, instruction, or mentoring of students.

B.3. Other Scholarly and Professional Activities: All research, scholarship, and creative work activities related to keeping current in a professional field. For example:

* Reading articles and books related to your profession
* Officer in a professional society
* Attending professional meetings
* Attending seminars
* Research-related discussion with colleagues
* Editor of a journal
* Reviewing pre-publication manuscripts

SECTION C: INTERNAL SERVICE ACTIVITIES

This section includes activities related to general contact with students, to professional responsibilities within other organizational units within the institution, and to fulfilling institutional requests.

C.1. Student-oriented Service: For example:

* Personal, career and financial counseling
* Preparing recommendations
* Participation in social interaction
* Recruiting students
* Sponsoring student organizations
* Meeting with parents
* Attending student recitals
* Coaching intramural or intercollegiate athletics
* Directing the band, orchestra, student plays, debate team, or any other student group

C.2. Administrative Duties: Chair/Director

* Performing the duties of a department chairman, director, coordinator, or any other administrative position

C.3. Administrative Duties, Other: For example:

* Administering personnel policies
* Faculty service reports and questionnaires
* Keeping records
* Preparing minutes
* Writing and answering memoranda
* Assigning faculty course loads
* Preparing budgets
* Gathering data
* Helping during registration
* Interviewing candidates for faculty positions
* Escorting visitors
* Recruiting faculty
* Advising on library purchases
* Recruiting students
* Preparing accreditation reports
* Participating in program review activities

C.4. Committee Participation: For example:

* Admission committees
* Departmental meetings
* Faculty senate
* Planning committees
* Budget committees

Code the level of these activities as described at the foot of the form.

SECTION D: PUBLIC SERVICE ACTIVITIES

This section includes activities that are directed outside the institution [except for those associated with community education (extension instruction), which should be included in A.1.]

General Professional Services: Advise Directed Outside the Institution: Activities meant to benefit the community outside the institution. For example:

* Consulting
* Advising
* Community advisory boards
* Business/Industry and/or Economic Development Liaison and Activities
* Community training grants
* Patient care
* Lectures or seminars for the public
* Agricultural extension
* Urban extension

NAME: RANK: STATE SUPPORTED FTE: A or B CONTRACT:

SECTION A: TEACHING ACTIVITIES

A.1. SCHEDULED TEACHING

(a) DEPT. UNIT	(b) COURSE & SECTION	(c) ENROLL-MENT	(d) CREDIT HOURS	(e) METHOD OF INSTRUCT-ION	(f) FORMAL CONTACT HOURS	(g) OTHER CONTACT HOURS	(h) PREPARA-TION & EXECU-TION	(i) AVERAGE HOURS PER WEEK
			SUBTOTAL					

	LEVEL	ACTIVITY DESCRIPTION	
A.2. UNSCHEDULED TEACHING			
A.3. ACADEMIC PROGRAM ADVISING			
A.4. COURSE AND CURRICULUM RES. & DEVELOP.			
		SUBTOTAL	

Level of Teaching Activity
A. Lower Division Undergraduate
B. Upper Division Undergraduate
C. Graduate

NAME:

FALL 1992 SEMESTER

	ACTIVITY	ACTIVITY DESCRIPTION	HOURS PER WEEK
SECTION B: RESEARCH SCHOLARSHIP & CREATIVE WORK ACTIVITIES	B.1. WORKING ALONE OR WITH PROFESSIONAL COLLEAGUES		
	B.2. WORKING WITH AND MENTORING STUDENTS		
	B.3. GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT		
		SUBTOTAL	

	ACTIVITY	ACTIVITY DESCRIPTION	
SECTION C: INTERNAL SERVICE ACTIVITIES	C.1. STUDENT-ORIENTED SERVICE		
	CODE LEVEL		
	C.2. ADMIN. DUTIES: CHAIR/DIRECTOR		
	C.3. ADMINISTRATIVE DUTIES: OTHER		
	C.4. COMMITTEE PARTICIPATION		
	LEVEL OF ADMINISTRATIVE AND COMMITTEE ACTIVITIES 1. Department/Unit 2. College/School/Division 3. Campuswide	SUBTOTAL	

	ACTIVITY	ACTIVITY DESCRIPTION	
SECTION D: PUBLIC SERVICE ACTIVITIES	GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION		
		SUBTOTAL	
		TOTAL HOURS PER WEEK	